



# *ANEE*

NEWSLETTER of The Council of Outdoor Educators of Ontario

Volume 7 Number 4 April 1978

# The Council of Outdoor Educators of Ontario

## THE CENTRAL ADVISORY BOARD ---1977-78

Chairman	ALICE CASSELMAN	T.H. 44 3665 Flamewood Drive Mississauga, Ontario. L4Y 3P5	(H)416-275-7685 (B)416-248-0223
Vice-Chairman	JOHN NIDDERY	Hillside Outdoor Ed. Centre R. R. #1 Markham, Ontario. L3P 3J2	(H)416-291-4673 (B)416-282-2611
Past Chairman	DON HURST	Outdoor Education Valley Heights Sec. School Box 159 Langton, Ontario. N0E 1G0	(H)519-426-7072 (B)519-586-3522
Treasurer	ROD FERGUSON	MacSkimming Science Centre R. R. #2 Cumberland, Ontario. K0A 1S0	(H)613-521-2817 (B)613-833-2080
Task Force, Coordinator	KIM BALL	77 Davisville Avenue Toronto, Ontario. M4S 1G4	(H)416-487-7612 (B)
Corresponding Secretary	DOROTHY WALTER	Min of Culture & Recreation Special Services Branch 8th Floor 77 Bloor Street West Toronto, Ontario. M7A 2R9	(H)416-488-4854 (B)416-965-5665
Recording Secretary and Bulk Mailings	c/o C.O.E.O.	Camp Tawingo R. R. #1 Huntsville, Ontario. POA 1K0	(H)705-789-5612 (B)705-789-5612
<u>Regional Representatives</u>			
Central Region	BILL JAY	R. R. #1 Stouffville, Ontario. L0H 1L0	(H)416-294-5873 (B)416-640-2232
Eastern Region	BRIAN RICHARDSON	Durham Board of Education 555 Rossland Road West Oshawa, Ontario L1J 3H3	(H)416-728-9046 (B)416-576-4600 Ext. 234
Far North Region	BILL GUNN	Box 21 Bruce Mines, Ontario P0R 1C0	(H)705-785-3488 (B)705-785-3483
Northern Region	CLARE MAGEE	Camp Tawingo R. R. #1 Huntsville, Ontario. POA 1K0	(H)705-789-5612 (B)705-789-5612
Western Region	PETER MIDDLETON	R. R. #3 Warton, Ontario. N0G 1L0.	(H)519-376-3242 (B)519-534-2767
<u>Ad Hoc Members</u>			
Membership Secretary	JOHN AIKMAN	14 Lorraine Drive Hamilton, Ontario L8T 3R7	(H)416-383-5696 (B)416-527-5092 Ext. 374
Newsletter Editor	RON FRENETTE	Townhouse #46 341 Wilson Drive Milton, Ontario. L9T 3Y9	(H)416-878-2787 (B)416-421-8950 Ext. 281

\*\*\*\*\*  
The Council of Outdoor Educators of Ontario was created in 1970. This organization of professional educators works to establish and maintain expertise in the field of outdoor education and to develop professional practices and qualified leadership in outdoor programs.

# IN THIS ISSUE

## PAGE

2	From The Editor's Desk	- THE CONSERVATION MOVEMENT: ARE THE HALCYON DAYS BEHIND US?
3	Letters To the Editor	-
4	Feature Section	- THE WILDERNESS EXPERIENCE MYTH - PART II (Craig Copland)
7	Contest	- LOST IN THE WOODS!
8	Promoting Outdoor Education	- WHERE IS THE DEEP END? (Cathy Thurston)
9		- OUTDOOR EDUCATION IN ALBERTA (B. VandenHazel)
9		- ONE MAN - ONE HIGH SCHOOL - ONE VERY INTERESTING CREDIT COURSE (Chris Morgan)
11		- RESIDENTIAL PROGRAMS IN THE NORTH (C. Magee)
13	From The Advisory Board	- CONSTITUTIONAL AMENDMENTS
		- THE ROBIN DENNIS AWARD
		- NOMINATIONS FOR 1978-79
		- CONFERENCE ON RESIDENTIAL OUTDOOR EDUCATION
18	The Outdoor Gourmet	- C.P.R. - IS NOT ALWAYS A RAILROAD (C. Magee)
20	Pot Pourri	- OSTRICH AND THE WIND (Dave Wilson)
		- C.P.R. COURSE PROPOSAL (Kim Ball)
		- SOUR DOUGH WHITE BREAD (Gene Refausse)
		- BANCROFT GARBAGE SURVEY (G. Witherden)
		- FULL TIME SEMINAR ON ENVIRONMENTAL EDUCATION (Brent Dysart)
		- VOLUNTEERS NEEDED (Kim Ball)
21	About The Environment	- HEY! MARY POPPINS! DON'T FEED THE BIRDS (Beth Jefferson)
		- LIGHT POLLUTION (IS A HEAVY TOPIC) (Beth Jefferson)
24	Books, Magazines, Films	- PATH OF THE PADDLE (film)
		- TURN ON THE SUN (book)
		- SUCCESS STORY (film)
25	Goods and Services	- BRING 'EM BACK ALIVE (film)
27	Date book	

\*\*\*\*\*  
Cover Photo and Page 23: Courtesy Ontario Ministry of Industry and Tourism  
\*\*\*\*\*

ANEE, the Newsletter of the Council of Outdoor Educators of Ontario is published six times each school year. The publication is mailed to C.O.E.O. members only. Membership can be arranged through the membership secretary whose address appears opposite.

\*\*\*\*\*  
ANEE (AH-NEE) IS AN OJIBWAY WORD USED AS A GREETING OF FRIENDSHIP. IT IS USED AS A CORDIAL SALUTATION AMONG FRIENDS MEETING INFORMALLY. OUTDOOR EDUCATION IS A DISCIPLINE WHICH HAS AT ITS FOUNDATION A DESIRE TO LIVE IN HARMONY WITH THE ENVIRONMENT; THE TRADITIONAL WAY OF LIFE OF OUR NATIVE PEOPLE CHERISHED THIS ATTITUDE. ANEE IS A MEANS OF COMMUNICATING AMONG OUR MEMBERS WHO ARE SCATTERED ACROSS A LARGE PROVINCE. IT IS HOPED THE GREETING - ANEE - IS FELT THROUGH THESE PAGES.  
\*\*\*\*\*

# FROM THE EDITOR'S DESK

## THE CONSERVATION MOVEMENT: ARE THE HALCYON DAYS BEHIND US?

The conservation movement is too costly, too unpopular and too much effort to implement. I suspect that the pinnacle of success is already behind us, and we are now on a long downhill slide.

Conservation is one of those words which is widely used and equally misunderstood. Students have gathered tons of debris from streams and schoolyards all in the name of conservation or pollution control; yet, their efforts were probably very energy consumptive and did little for conservation.

In my personal collection, a small one at that, I have a dozen books on conservation activities. The Government of Ontario has sent me many pamphlets and magazines on the theme of conservation. If it takes seventeen mature conifers to produce a ton of paper, then we 'conservationist' collectors must be responsible for vast numbers of trees being cut to produce all the material on conservation.

Another old chestnut comes from the cross country skiers and canoe trippers. We read about their contribution to conservation by using these devices which are "self propelled and non-polluting". Next to these ideals, we read about trips to various snow patches and rushing rivers - all of which are hundreds of miles away. What a conservationist effort! Drive to Alberta in a van consuming 150 gallons of gasoline (each way) which came from Alberta originally - and call it a trip which is conservationist in nature. I wonder how many millions of gallons of fossil fuel are consumed by 'conservationists' travelling around in search of the ultimate wilderness experience which allows man to blend in with his natural surroundings.

At another level, there is even a larger discrepancy. Consider our use of electricity and of water. In both cases, the capital investment to establish a generating plant and distribution system is very high. The cost is borne by the users but in a disproportionate manner. The larger the volume of electricity used, the cheaper each unit becomes. Thus, the industrial sector, already receiving a favourable rate, does even better by using more. This volume reduction business applies to water consumption as well.

Isn't it strange that gasoline, a resource which is comparable in cost to bring to the consumer, offers no volume sales reduction to the individual? One gallon or one hundred - the cost still is fixed.

Perhaps we could encourage conservation in use of electricity and water with proper pricing techniques. Let the user pay fully for the amount used; allow no discounts for large volume use. When it starts to hurt directly in each person's wallet, then we may have a chance at conservation.

But, it is difficult to imagine our politicians, in these troubled economic times, making any moves in the direction of conservation. The powerful lobbies - consider Ontario Hydro as a power unto itself - would quickly thwart any moves to change the current order of things.

No, I truly believe we have seen the best days of the conservation movement. The government of Ontario is not purchasing lands that are considered valuable natural resources; the Greenpeace people are being harassed and vilified in their attempts to protect seals; farm lands are being developed into housing areas, amusement parks and garbage dumps; well known conservationist groups are struggling for funds to continue operating. Where is the leadership from the Ministry of Education to insist on compulsory environmental education courses?

Perhaps outdoor education and environmental education - the mainstay of conservation education will soon go out of style in the fashion that religious education in the public schools did a few years ago. Pity.



- Ron Frenette, Editor  
Anee - Newsletter of C.O.E.O.

# LETTERS TO THE EDITOR

In the last issue of ANEE (Vol. 7 No. 3) Prof. Bill Andrews wrote suggesting it would be unwise of C.O.E.O. to organize a Tree Planting Week since the Ministry of Natural Resources would be unable to provide nursery stock. ANEE contacted Minister Frank Miller who sent along the following response:

Sir:

Difficulties such as encountered by Prof. Andrews in trying to obtain from our provincial nurseries certain quantities of various species of nursery stock are of great concern to us. His experience is a result of production problems encountered for about the past four years in which the provincial tree nurseries have been unable to meet the assigned production quotas. The major coniferous species have germinated unsatisfactorily due to unfavourable spring weather conditions compounded by new mulching operations which have required adjustments in cultural practices. Moreover, we sustained losses due to root rot in white pine and a needle disease in red and Scotch pine, both of which are of rare occurrence but of grave consequences. The supply of minor species has always been irregular due to variable seeds supplies and unpredictable demand.

We are constantly attempting to align our reforestation efforts to the needs of the private sector as well as Crown, W.I.A., Agreement Forests and other Ministerial requirements within the limits set by our budget. We are confident that within the next two years these problems will be resolved and that we will again be in a more favourable supply position. The stock now under production in our nurseries and assigned for distribution during the next two seasons is more abundant and should come closer to meeting our production targets.

That the frustrations faced by someone as deeply concerned with reforestation and preservation of the environment as Prof. Andres, are not only annoying but disappointing, is understandable. We regret that his personal endeavours of reforestation have lately been thwarted by his inability to obtain suitable nursery stock required for his planting projects. But we hope that his enthusiasm will be only temporarily dampened and that your organization will continue to plan for Tree Planting Week next season. As the nursery stock is sold on a first come basis, early fall notification, especially where large quantities are involved, is recommended in order to ensure availability and avoid disappointments.

\*\*\*\*\*

Sir:

I would like to compliment you on recent issues of ANEE; it offers a wide diversity of topics to those of us struggling in the trenches.

But, there sure is a lot of black print on those pages. Could you please use a few more illustrative sketches or photos?

- Lief Erable

Dear Lief:

I'd love to include more illustrations. But I operate on a tight budget, have a limited knowledge of photography and cannot cover too much territory alone. That should say it all - except that I'd love some b/w glossies of all kinds of things - bugs, trees, kids, canoes, leafy maples, stars etc, etc, etc.

Ron

# THE WILDERNESS EXPERIENCE MYTH

*The following article is the second in a series of four written for Anee by Craig Copland. Craig is a long-time member of C.O.E.O. and currently teaches at the Jack Smythe Field Study Centre near Terra Cotta, Ontario. The four full articles offer, for possibly the first time, an argument against currently accepted notions regarding the value of the wilderness experiences. As Craig requests in his articles, your responses and reactions would be welcome.*

This is the second of four articles analyzing our understanding and use of wilderness. The first examined the Frontier Myth. The last two will discuss the Canadian survival myth and the role of wilderness experience in outdoor and environmental education. This article is devoted to an examination of the Transcendental Myth.

Our wilderness mythology is ambivalent. Parallel to the dominant Frontier myth is the alternative understanding of wilderness, the Transcendental myth. The two are sometimes in agreement -- the positive personal and collective value of wilderness and experience, for example -- and sometimes in opposition. A person or group may believe in both at the same time and either not recognize the conflict or else be content to live with the dissonance.

How did American, hence North American, culture arrive at the two distinct myths and what is the significance of the second one in our culture? These are the questions which we examine in this article.

The Transcendental myth of wilderness experience claims that natural areas are conducive to mystical religious feelings, joy, peace, simplicity and aesthetic enjoyment and are needed as a balance to the dehumanizing forces of urbanization so that man might continue to derive the fulfillment in life that was intended for him. Since natural areas and particularly wilderness areas do offer such benefits then it is imperative they be preserved in pristine condition for the sake of our present quality of life and as our moral obligation to future generations.

Traces of an ambivalent attitude towards wilderness may be discerned in the biblical and classical material. The bible contains numerous examples of God's using a wilderness setting to effect special revelations or events of spiritual maturing. Abraham was called out of the city of Ur and into a nomadic life-style as part of his becoming the father of the Jewish nation. The revelation to Moses at the burning bush took place in the wilderness as did the giving of the law at Mount Sinai. Moses, Elijah, David, Ezekial and Jesus all underwent wilderness experiences and emerged as more powerful spiritual leaders.

But this pattern of biblical wilderness experience is predicated on the immanence rather than the transcendence of God. It was the personal God who was met in the wilderness, not God as he was found and experienced in natural objects. The difference between the biblical and the Transcendental wilderness experience is significant to the extent that though we may claim that the biblical

material is supportive of the later myth it is difficult to make a case for its being the source.

A second trace may be found in the Arcadian imagery of Virgil's *Eclogues*. Virgil's idyllic place was a relatively unpopulated attractive natural setting conducive to health, happiness and peace. But close examination of Virgil's setting reveals that Arcadia was not to be found in the early Italian wilderness, but rather in what Yi-Fu Tuan in *Topophilia* has termed 'the middle landscape'. On one side was found the crowding, pollution and ostentatious wealth of Rome and on the other was found the barren rocks and inhospitable marshes of the real wilderness. The description of Arcadia places it within the country side, the park-land zone surrounding the city. As such it can lay claim to being the forerunner of the pastoral tradition but not to the wilderness myth as we now know it.

"...CHRISTIANITY DEMANDED A SEPARATION  
OF SPIRIT AND NATURE. TREES AND ROCKS  
WERE PART OF GOD'S CREATION BUT THEY  
WERE NOT GOD."

The Transcendental wilderness myth could not be articulated until the settling of the new world. The Old World simply did not contain sufficient aesthetically attractive wilderness areas to spawn such a myth. However, the Old World did provide the necessary intellectual climate and did lay the groundwork for the emergence of the new myth.

By insisting on what Harvey Cox has called the "desacrilization of nature" Christianity initiated the process towards secularization and in a sense worked itself out of a job. Until the secularization movement began in the fourteenth and fifteenth centuries nature served primarily as a stylized backdrop for western investigation of anthropocentric religious, philosophical and artistic themes. But unlike the pantheism of the east or the pre-Christian west, Christianity demanded a separation of



spirit and nature. Trees and rocks were part of God's creation but they were not God. Certain characteristics of God could, however, be discerned in nature according to St. Paul's brief comment in Romans chapter one and according to Aquinas' systematic study of natural revelation in *Summa Theologica*. The empirical study of nature could thus be supported within the orthodox faith as an appropriate pursuit for man to engage in. As Kepler so aptly put it years later, the study of nature amounted to "thinking God's thoughts after Him."

A theory of knowledge which demanded an integration of theology, philosophy and magic proved very limiting in the quest for a scientific understanding of nature which went beyond the confines of alchemy. What men like LaPlace and Galileo and later Bacon and Descartes clearly discerned was that it was necessary to effect a divorce between theology and science, to insist upon explanations of natural phenomena which relied on the laws of nature alone. "God" was not needed as an hypothesis. It was Galileo's insistence on constructing his heliocentric theory of the universe in totally secular terms that branded him a heretic, not his relegation of the earth to a dependent orbit. The process of desacrilization begun by Christianity was completed as the process of secularization ushered in the Age of Enlightenment.

Nature could now be studied, enjoyed and wondered at as an entity entirely unto itself. The ramifications of its being studied were overwhelming (far too much so to be discussed in any systematic manner here). The enjoying of and wondering at nature per se paved the way for the rise of primitivism and Romanticism.

Thus the orthodox Christian insistence on the separation of spirit and matter provided the base for the empirical investigation of nature, which in turn gave rise to the secularization of science and the study of nature devoid of dependence on the Judeo-Christian God. In the New World the study of nature was led by men like Bartram, Audubon, Parkman, Emerson and Thoreau -- all accomplished and respected naturalists in addition to being writers or artists. But these men were not content with the secular study of nature and under the overwhelming influence of the vastness and majesty of North American wilderness they initiated the 'resacrilization of nature' -- the ascribing again to Nature of religious significance but this time along the lines of Transcendentalism and pantheism, not of orthodox Christianity.

Bartram's essays, published during the 1820's borrowed the language of the classics and described American wilderness in terms of "Elysian fields and aromatic groves". Audubon's bird books were widely read and along with his lectures succeeded in popularizing the idea of the enjoyment and the aesthetic appreciation of nature. In his later life Audubon, alarmed at the noticeably decreasing number of birds and mammals, became a voice for the preservation of animal habitats. Parkman, the author of *The Oregon Trail*, recast the pioneer in a Romantic light. His settlers went west "seeking a superior barbarism, a superior solitude and the potent charm of the unknown". Emerson was the

first to pull together the various strands of attitudes towards the wilderness and develop them into the uniquely American philosophy of Transcendentalism. In his 1836 book, *Nature*, he expressed the concept of the individual need to "enjoy an original relation to the universe". God, for Emerson, was to be found in the woods not in the churches. And the God who was found in the woods was transcendent almost to the point of pantheism; "...the currents of the Universal Being circulate through me; I am part and parcel of God."

"...THOREAU WAS AMONG THE FIRST TO RECOGNIZE THE POTENTIAL VANISHING OF WILDERNESS AND TO ARTICULATE THE POSITION DEMANDING THE PRESERVATION AND NOT JUST THE CONSERVATION OF WILDERNESS AREAS."

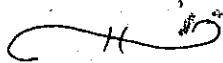
Emerson's thought was further developed by his friend and disciple Thoreau. As a young man, Thoreau began to decry man's increasing estrangement from 'Nature' and packed himself off to Walden pond to prove that the alternative was workable and preferable. Thoreau spent only twenty-six months of his life in his cabin by the pond and the rest of it in the pastoral setting of the Concord country-side. But the Walden experience combined with the effects of his book, his other writings and his lectures to present a persuasive case for the need for animal preserves and the value for preserving wilderness both for its own sake and for its spiritual benefit. While his forerunners had also emphasized the philosophical values to man of wilderness, Thoreau was among the first to recognize the potential vanishing of wilderness and to articulate the position demanding the preservation and not just the conservation of wilderness areas.

The work of Emerson and Thoreau provided the preservationist movement with the intellectual respectability and, in Transcendentalism, an adequate philosophical base. Their ability to craft words provided the populace with numerable quotable phrases and aphorisms. To their efforts was added the rhetoric of the dynamic wilderness spokesman, John Muir.

Muir came to America from Scotland as a young man. He took a natural sciences degree at Yale and after a few years of resource related jobs he retreated to the mountains of the Sierra Nevadas to live in the peace, simplicity, and splendour of the "temple of the wilderness". His beliefs were in the Transcendentalist tradition, emphasizing the need to preserve wilderness in a pristine tradition so that its beauty and majesty could be enjoyed for generations to come. Muir would have preferred to remain in the wilderness but he was

forced from his seclusion time and again when wilderness areas were threatened. He turned his considerable gifts of writing and oratory to the cause of wilderness preservation. With the assistance of the landscape architect, Fredrick Olmstead, and the editor of Century magazine, Robert Underwood Johnson, Muir led the crusade which brought about the setting aside of Yosemite and Yellowstone as scenic preserves and later as the original properties in an extensive network of National Parks. His personal influence on Theodore Roosevelt contributed to that president's setting up of vast tracts of national forest preserves. Muir exhausted himself in the 1903-1913 battle over Hetch Hetchy, a scenic valley in a protected national park which the city of San Francisco wanted to dam so as to provide a convenient water supply. Muir lost the battle but, in retrospect, appears to have won the war. Many wilderness areas both in the United States and Canada were set aside in response to the wilderness preservation movement.

"THE LOSS OF THE THIRTY OR SO REMAINING  
WHOOING CRANES WOULD NOT MAKE ANY  
APPRECIABLE DIFFERENCE TO ANY ECO-  
SYSTEM, BUT MANY BELIEVE THAT BOTH MAN  
AND NATURE WOULD BE THE LESS FOR IT."



A full-fledged Emersonian Transcendentalist might be difficult to find today, but elements of the Transcendental myth may be found in many current attitudes and actions concerning wilderness. Many of the popular presentations of conservation groups are phrased in terms of beauty, sanctity, and tranquility of wilderness. The ascribing of inherent values to the existence of a species and the fight to save those, such as the Whooping Crane, which are threatened with extinction stem from the perceiving of nature and particularly wilderness in quasi-Transcendental terms.

The loss of the thirty or so remaining Whooping Cranes would not make any appreciable difference to any ecosystem, but many believe that both Man and Nature would be the less for it.

The insisting on our moral responsibility to pass on untrammelled tracts of wilderness to future generations is a religious argument used extensively by both Thoreau and Emerson. The strength of his argument in current environmental thought is noted by its appearing as the fundamental rationale selected by Rene Dubos and Barbara Ward in Only One Earth, prepared for the 1972 Stockholm Conference of the Human Environment.

The often-heard line "It has as much right to live as you do" also belies a quasi-Transcendentalist approach. From ecological or evolutionary perspective no part of nature has any rights at all. It is only when they are bestowed some sort of spiritual or moral significance such as is traditionally bestowed on man that they begin to possess rights.

In conclusion, the Transcendental myth is native to North America but is supported by both the Judeo-Christian and Classical Traditions and finds its intellectual framework in the changing attitudes towards nature which occurred during the Enlightenment. It emerged and developed in North America under the influence of Emerson, Thoreau and Muir and is presently manifested in a variety of ways, all of which have in common the ascribing of quasispiritual importance to nature, and to wilderness in particular.

In the next issue of Newsletter we will examine the uniquely Canadian myth of wilderness experience which is centred on the idea of survival.

- Craig Copland  
Peel Field Centres



CONTEST

contest

CONTEST

What follows is group consensus exercise; it is one device used to enable groups to work together to come to a decision reflecting the entire group. You, as fabulously gifted, individualistic leaders do not require the consensus of any group to help you reach a decision.

We have four sets of touques and scarves as prizes for the first four entries received where the order of items matches ours. Answers will be published in Pot Pourri in the next issue.

So, take a recycled sheet of paper, write down the numbers from 1 - 15, fill in the appropriate information and mail to:

CONTEST  
C.O.E.O. Newsletter  
#46, 341 Wilson Drive  
Milton, Ontario L9T 3Y9

Contest ends  
May 1, 1978

#### The Situation:

On vacation in July, you and your family have been travelling through the wilderness of northwestern Ontario in a pick-up camper. In a blinding rainstorm you made a wrong turn on an unmarked lumber road. You have wandered more than 150 miles over a maze of lumber routes, into the wilderness. The truck has run out of gas and now you, your spouse, a ten year old daughter, a six year old son, and the family cat named Charity, are lost.

After a family conference, you decide it is not wise to split up. You are going to try to walk back all together. You are pretty sure that if you pace yourselves, you can probably cover about 15 miles a day. Because of the fuel shortage, there are no helicopters or jeeps patrolling the area, and you have seen no other cars or houses.

The family is dressed in light weight summer clothing and is wearing sneakers. Temperatures at night go down to about 8 Celsius. It is also bug season. As you look around you pull the following items out of the camper, some of which may be useful.

#### The Task:

You must choose, and put in priority order, the fifteen most important items for survival in the wilderness. The others can be eliminated.

- |   |                                |
|---|--------------------------------|
| - fishing gear                          | - five cans of kidney cat food |
| - \$500 in Traveler's Cheques           | - 5 lb. tub of peanut butter   |
| - 44 magnum handgun and ammunition      | - bathing suits                |
| - 4 dacron sleeping bags (2 lb. weight) | - 10 lb. cheese wheel          |
| - matches                               | - transistor radio             |
| - steak (3 lbs.)                        | - 6 foot tent pole             |
| - marshmallows (4 bags)                 | - sheath knife                 |
| - bug repellent                         | - wool sweaters for everyone   |
| - walkie-talkie                         | - raft paddles                 |
| - road map of Ontario                   | - inflatable rubber raft       |
| - 5 gallon jug of water                 | (2 pcs. - 20 lbs.)             |
| - instant breakfast (3 boxes)           | - paperback books              |
| - house and car keys                    | - first aid kit                |
| - cigarettes                            |                                |
| - Coleman stove (2 burner)              |                                |
| - family tent (10 lbs.)                 |                                |
| - snakebite kit                         |                                |
| - alarm clock                           |                                |

contest

CONTEST

contest

# PROMOTING OUTDOOR EDUCATION

## "WHERE IS THE DEEP END?"

This is one of many questions fielded by resource personnel at the Frost Centre during its operation over the last several years. In this case, the question was innocently posed by an urban student upon seeing an expansive lake, so typical of the Centre's location in the Haliburton Highlands.

"Where is the deep end?" indeed. This and other encounters with the natural environment attest to man's alienation from his natural environment and perhaps his over-familiarity with things like swimming pools.

"OUTDOOR EDUCATION MUST SOON CHANGE ITS FACE TO INCLUDE NOT ONLY AN INTIMACY WITH WHAT EXISTS, BUT RECOGNITION OF WHAT MUST SOON BE IN LIGHT OF CONTINUING CONSUMPTION OF BOTH RENEWABLE AND NON-RENEWABLE RESOURCES."

Many existing outdoor education centres are usually close to urban centres and adequately serve local boards of education in natural science studies. Established to foster a public understanding of natural resources, their management and use, the Leslie M. Frost Natural Resources Centre is a 24,000 hectare integrated resource management area. With facilities such as fish and wildlife, forestry and geology labs, the Centre serves with a unique and specialized focus. In brief, it is a demonstration area developed by the Ministry of Natural Resources where students and teachers, as well as outdoor-interest groups are welcome to pursue their studies beginning with natural sciences, but leading further to the encounter of natural resources management practices as they occur throughout the province.

The three-fold objective of the Frost Centre - management, education and demonstration - results in an inherent difference in the approach traditionally taken toward outdoor education. Outdoor education must soon change its face to include not only an intimacy with what exists, but recognition of what must soon be in light of continuing consumption of both renewable and non-renewable resources.

Ideally, prior to a Frost Centre visit, several teachers from each user group are asked to attend a "pre-visit" at which they finalize study programmes with the Centre's professional staff, and take home with them "primers" that will aid their class in pre-visit preparation and post-visit follow-up. The programmes for the visiting groups are designed to focus in any of the areas of: forestry, lands, minerals, biology and recreation, while at the same time supporting classroom curriculum.

Natural Resources on the Frost Centre are consciously managed to fulfill the requirements of more than one use simultaneously. Consequently, a tree felling session demonstrates not only safe chainsaw use, but creates openings for wildlife, and yields firewood for the dormitory fireplaces. Likewise, recreational skills are taught and encouraged as means of travel to natural resources activities such as deeryard investigation or timber cruising. In common with other outdoor education establishments, Frost Centre students learn by doing, participating, and then relating their new experiences to their former knowledge.

Outdoor educators are concerned that their field be an effective adjunct to other branches of education. As such, it is an unending concern, an educational experience that should be available the year through. The Frost Centre makes its 160 person accommodation accessible in all seasons to provide new insights into the realm of natural resources.

It seems imperative that students continue in traditional outdoor education programmes to reinforce their acquaintances with the natural environment. Yet an effort should be made to alert students as well as the general public to the status and management of Ontario's natural resources. It is these resources and their continued existence that will ensure benefits and pleasure for all of us in the future.

- Cathy Thurston

## OUTDOOR EDUCATION IN ALBERTA

The Outdoor Education and Environmental Education Council of the Alberta Teachers' Association held its third annual meeting at Camp Yamnuska, 80 km west of Calgary in the foothills of the Rocky Mountains. Some 200 enthusiastic outdoor types, mostly from Alberta but also from Saskatchewan and B.C. met March 10-12, 1978 to share ideas in outdoor and environmental education.

Camp Yamnuska is a modern YMCA Camp centered around a large lodge, and a number of smaller winterized dormitories. The regular staff, often supported by special guest-instructors, will provide sessions that range in length from one day to two weeks that deal with topics such as winter survival, cross-country skiing, mountaineering, camping skills, as well as science-related activities.

ATA's Outdoor and Environmental Education Council has some 200 members, 98% of these are regular classroom teachers from all over the province (one drove 10 hours to get to the conference) and the rest are involved in education and recreation programs with municipalities and provincial colleges and ministries.

The three-day conference offered a tremendous choice in outdoor sessions and workshops on topics such as: hypothermia, skiing, snowshoeing, outdoor activities for the primary level, energy in the curriculum, and slide presentations on outdoor programs in other parts of the world.

Ontario was represented by Chuck Hopkins, Peter Adams and Bessel VandenHazel. Chuck Hopkins of the Boyne River Natural Science School delivered the theme address on outdoor education programs in Ontario and the U.K., Peter Adams, geography department Trent University gave sessions on snow and ice measurements, while Bessel VandenHazel, Nipissing University College, North Bay, gave sessions entitled "Energy in the Curriculum" and "Transect and Quadrat Studies for all Grade Levels".

Joy Finlay, Edmonton School Board, past president of the Outdoor and Environmental Education Council and Hugh Philips, St. Albert School Board, 1978-79 president, have expressed the desire to keep in touch with outdoor education groups in other parts of Canada.

Perhaps the C.O.E.O. and the Alberta O.E.C. can provide national leadership and cooperate in bringing about a truly Canadian Outdoor Education Council.

- Bessel J. VandenHazel  
Nipissing University College  
North Bay

\*\*\*\*\*

## ONE MAN - ONE HIGH SCHOOL - ONE VERY INTERESTING CREDIT COURSE

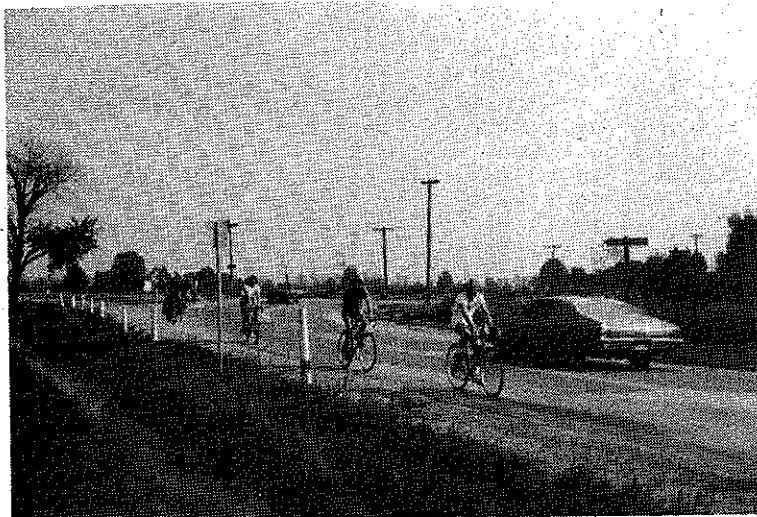
*Chris Morgan teaches at Centennial High School in Windsor. He is one of a few teachers who has instituted a credit course at the secondary level into his curriculum. ANEE asked Chris to write an article for the current series. We know there are other such courses around and would like to hear about them.*

I approached promoting outdoor education in my school by demonstrating to my immediate superiors that I had the skills to handle co-ed groups outside of the confines of the school. I established isolated "cells" or "units" of outdoor education within my regular physical education curriculum. I saw the activities initially as merely unique activities offering a refreshing change to the typical P.E. class.

As I acted out my own interests in cycling, camp fire cooking, orienteering, camp organization and initiative testing, I was motivated to read and study the activities more thoroughly. Soon I gained an appreciation for the scope of outdoor education and of its carry-over capability. As a result, each unit soon had sound aims and objectives with field activities planned as culminating experiences.

Cycling involved fitting the bike to the rider, mechanical trouble shooting with repair, and riding the bike practicing riding formations and emergency procedures. A sixty (60) mile one day bike tour loop into the country for a swim and picnic ended

the section. Promotion only extended as far as snap shots being posted with student newspaper and yearbook coverage.



*A typical shot of our area shows it is flat, flat farm land (corn, soya beans). However, our bike packing tour searches out all the beautiful spots along the water.*

Campfire cooking involved kitchen organization, campfire building and innovative menu planning. A special lunch was prepared over open fire for the Principal and Vice-Principal as well my department head and the Coordinator of Physical and Health Education. Snap shots were taken of the group eating rabbit from one group, baked bread from another and special desserts from others and so on.

Via the medium of group challenges or initiative testing I began to work on camp organization and group cooperation utilizing structured experiences for human relations training. I impressed my department head with the medium to the extent that he instituted a separate unit for initiative testing at the senior level.

After a number of base camp outings over three years and following a Western Region C.O.E.O. Workshop in the Sarnia area, I developed a multifaceted base camp/canoe trip field activity. After a base camp consisting of a two (2) day rotating program of canoe strokes teaching, orienteering, and initiative testing I moved the group (25 co-eds) some 35 miles by car to a dropping point and canoed back taking two (2) more days. Upon returning to base, I offered the kids a series of 10 competitive challenges (log sawing, tree climbing, rope climbing, dune racing, canoe racing, portage racing, orienteering, scavenger hunting, map drawing, and a who-can-boil-water-first race). Promotionally I invited six colleagues from five departments to organize and operate my master plan (English, Business, Biology, Geography, Physical Education). My new department head went along as well. A film record was made and put to music in order to illustrate to the Principal and Superintendent of Curriculum just what was developing within my class.

After two more C.O.E.O. gatherings and plenty of help from many outdoor educators across the province (see my curriculum for acknowledgements), I started developing a full credit course.

With the establishment of the course, I managed to get three (3) pages of coverage in the yearbook (more coverage than any activity ever at our school). I followed up by having meetings with parents, principal and students regarding the standards expected, the demands on students' time, the costs for food and transportation, and the planned activities. Film and slides were shown of previous outings I had gone on.

Most recently the students have purchased fifteen-twenty rolls of movie film with the hope that a 20-30 minute super 8 film be produced with a sound track expressing the aims, objectives and philosophy of the course. It is their desire to demonstrate to their teachers, principal, parents and the Board what they do on their field trips. This film will serve as a lever for further Board support for outdoor education at my school and others in Windsor.

My course has developed from within my physical education class to a full credit course. It now involves a sailing day on Flying Juniors and 24 foot Sharks or Mirages; a 160 mile hike packing tour; a seven (7) day canoe trip; a seven (7) day backpack trip; and a seven day base camp all in one semester. This year our canoe trip took us down the Spanish River (an INCO endangered river) while we trekked from Dyers Bay to Danks Bay in the Peninsula Section of the Bruce Trail.

Two years ago at a C.O.E.O. annual meeting at Elliot Lake/Sudbury I roomed with Gord Cardwell the Superintendent of Project D.A.R.E. Needless to say, I was impressed with the philosophy that was being acted out as an alternative to antiquated corrective therapy. I decided to integrate the positivism of D.A.R.E. into the brick and mortar of my course. My course as a result has taken on a strong independence, self-reliance training complexion well seasoned with minimal impact sensitivity.

This letter is perhaps another step in helping to promote outdoor education. If so it represents one of my few efforts to really "sell" the program. I have been working diligently now in my department for seven years not really tooting my horn or waving a flag. I haven't made sure my name was heard by the 'right' people or my face seen in the 'right' places. I have subtly introduced the area and promoted it mainly through example. My work record and my existing curriculum are my best advertisements; however I haven't pushed them. Naively I have expected positive Board response based on my record and not on my fanfare. I have gained support for the curriculum this way, but I haven't received all the monies that I need. The 20-30 minute sound colour film of my class' visit to Project D.A.R.E. for a week this December plus written testimonial from students and parents alike regarding the positive educational attributes of the course combine together to represent my biggest effort yeat in the area of (or self) promotion.

- Chris Morgan

\*\*\*\*\*

#### RESIDENTIAL PROGRAMS IN THE NORTH

With many solid school programs in outdoor education dotted across the Southern Ontario landscape, a great number of students and teachers are gaining experience in using outdoor encounters to supplement regular classroom learning. An increasing number of teachers are realizing the benefits of stepping beyond a day long outdoor experience to a residential experience for their students. The residential experience provides a powerful opportunity for meeting many educational objectives. In addition, the unique social growth which can occur in a living-learning situation is what many educators key on.

Some school boards are fortunate enough to have their own residential centres (eg. Toronto Island School, Boyne Natural Science School). Many school boards are not as fortunate or in some areas the demand is too great for the supply. A number of summer camp sites across the province are being used in the spring and fall for excellent residential outdoor education programs.

In the Northern Region, there are several centres which operate through all seasons of the school year. These centres are not connected with any one school board but are set up both in facility and staffing to provide schools (mostly Southern Ontario Schools) with quality residential experiences, Fall, Winter and Spring.

One bonus of taking students from Southern Ontario to the north is to capitalize on the physical and human differences between the regions. Further, most school groups seeking a residential outdoor experience look to have a number of basic needs met by a facility and facility staff to ensure that positive living/learning takes place. The Northern Region places listed below have learned to meet these basic needs and to facilitate learning experiences in the north. They all provide meals, accommodation and support staff to assist with program or program organization.

It is encouraging to reflect on the number of such successful operations in the north and on the uniqueness which each has in its philosophy or program.

Camp Hollyburn, Rosseau  
Kandalore Camps, Minden  
Leslie M. Frost Natural Resources Centre, Dorset  
Camp Pine Crest, Torrance  
Pioneer Camps Outdoor Education Centre, Port Sydney

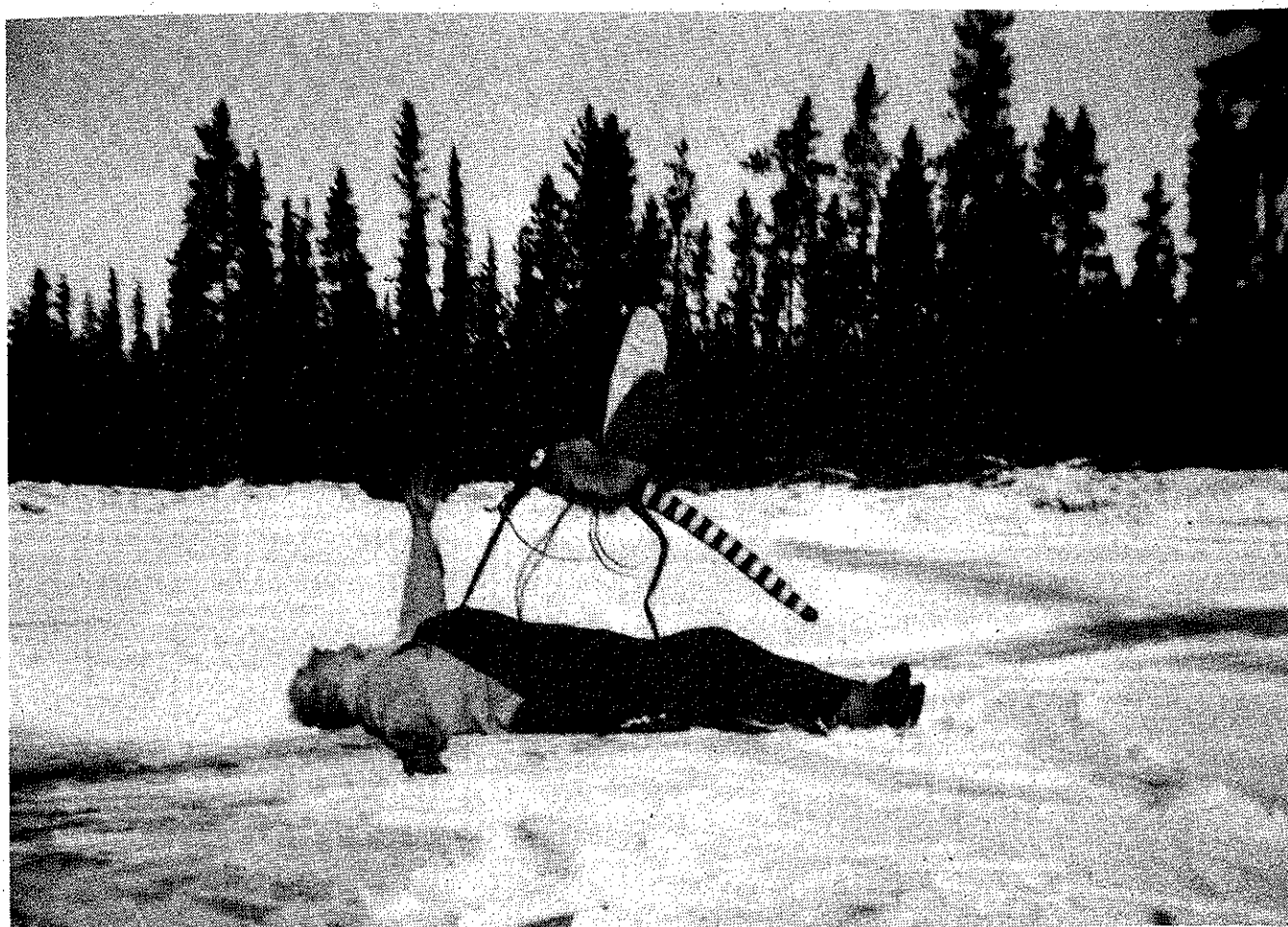
Camp Tapawingo, Parry Sound  
Tawingo Outdoor Centre, Huntsville  
Wyevale Outdoor Education Centre, Wyevale

We should be encouraged by the fact that the values of this type of learning experience are being so well realized and congratulate those heads-up teachers and administrations who facilitate it.

- Clare Magee

[Ed. C.O.E.O. and O.C.A. are planning a Conference on the use of Residential Centres in 1979 - see From The Advisory Board.]

\*\*\*\*\*



FRIENDS IN THE FAR NORTH SENT ALONG THIS PHOTO. OLD NORTHWOODS NORM HIMSELF (IN THE PHOTO HE'S ON THE BOTTOM!) SAYS IT WILL BE A HELL OF A YEAR FOR THE MOSQUITOS AND BLACKFLIES. TOO MUCH SNOW, NO JANUARY THAW SAYS NORTHWOODS.

THE NEXT ISSUE OF ANEE WILL HAVE A SPECIAL ARTICLE ON THE BLACK FLY.



# FROM THE ADVISORY BOARD

## C.O.E.O. CONSTITUTIONAL AMMENDMENTS

The complete C.O.E.O. constitution was printed in the last issue Vol. 7 No. 3.

The C.O.E.O. constitution provides that:

- a) The Advisory Board shall annually form a Constitution Review Committee of at least three members. (The Advisory Board has established this committee)
- b) Proposed amendments to the Constitution may be accepted by the Advisory Board by May 1st of the current year. (If you have any suggestions for changes in the constitution, submit them in writing to:

Mr. Don Hurst, Past Chairman,  
C.O.E.O. Advisory Board,  
Valley Heights Secondary School,  
Box 159,  
Langton, Ontario.  
NOE 160

\*\*\*\*\*

## THE ROBIN DENNIS AWARD

As a final tribute to Robin Dennis, one of the great Canadian Leaders in outdoor education, The Island and The Boyne River Natural Science Schools are providing an annual award in his name to any programme in Ontario that has made an outstanding contribution in the field of outdoor education.

1978 will mark the third time the award will be presented. The ceremony will be part of the annual conference this fall.

Members are encouraged to forward names of nominees. Nominations should contain the name and address of the nominee(s), and a description of the basis for the nomination. These should be forwarded before June 30 to:

Mr. Don Hurst, Past Chairman,  
C.O.E.O. Advisory Board,  
Valley Heights Secondary School,  
Box 159,  
Langton, Ontario.  
NOE 160

\*\*\*\*\*

C.O.E.O. OFFICERS - 1978-79

In order to assure maximum participation in the governing of C.O.E.O., let us all take time to consider nominations for the upcoming year, 1978-79. It appears that there will be three executive vacancies to fill. The five Regional Representatives will be nominated and chosen at the Annual Meeting.

Please take some time and if possible, submit a copy of the following document:

1978-79 NOMINATIONS

Name of Nominee \_\_\_\_\_

Address of Nominee \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Position \_\_\_\_\_

Name of Nominator \_\_\_\_\_

Signatures of Nominee and Nominator \_\_\_\_\_  
\_\_\_\_\_

To be received before July 31st by: Mr. Don Hurst, Past Chairman,  
C.O.E.O. Advisory Board,  
Valley Heights Secondary School,  
Box 159,  
Langton, Ontario.  
NOE 1G0

\*\*\*\*\*

CONFERENCE ON RESIDENTIAL OUTDOOR EDUCATION

C.O.E.O. and the Ontario Camping Association are cooperating to organize this conference for 1979. At the present time, it is anticipated that the conference will be at a residential centre and will run for 2-3 days. The objectives of the Conference seen thus far are:

1. To exchange ideas, methods and techniques among full-time residential staff.
2. To promote the values of residential outdoor education to administrators, teachers, other interested persons.
3. To outline some theory, organization and administration of residential outdoor education
  - (a) from a school standpoint
  - (b) from an outdoor centre standpoint
4. To bridge any gaps existing between resident centres and schools.
5. To formulate and make recommendations to O.C.A., C.O.E.O., and other relevant bodies re residential outdoor education in Ontario.

\*\*\*\*\*

The following article has an interesting history. At the C.O.E.O. annual meeting at Red Bay in September of 1977, a motion was passed encouraging all present members and new members of C.O.E.O. to take a course in first aid and in Cardio-Pulmonary Resuscitation. At the first meeting of the new 1977-78 Advisory Board, this motion was discussed in terms of what role the advisory board should play in its realization. It was decided that an informative, clarifying article or articles for the newsletter, ANEE, plus encouragement of regional representatives to advertise existing first aid and C.P.R. courses in their regions, was the step to take.

Clare Magee volunteered a contact to initiate the article for Anee. A tragic setback occurred. Dr. Don Hayes, then on the Faculty of Human Kinetics and Leisure Studies, specializing in Sport Medicine at the University of Waterloo began the article. Don was a well-known former athlete and coach, a national and international authority on athletic injuries, an outstanding educator. He was a man of causes. One of his latest was teaching Cardio-Pulmonary Resuscitation and promoting its adoption as a universally accepted life-saving technique. It was tragic indeed that this great young man had an unknown congenital heart condition and was lost to us by a heart attack.

One of Don's students, Dave Wilson, a young man with experience in outdoor education and in C.O.E.O. agreed to write a key-note article. It is hoped that this article will prompt some meaningful dialogue and assist in clarifying the C.P.R. issue.

#### OSTRICH AND THE WIND

There comes a time in every ostrich's life when his head must depart from the security of the sand and feel the wind. The suggestion is not that we, as people choose (as it seems the ostrich does) to ignore what is in the wind, but rather a reminder that we are capable of prolonging decisions until we feel overly secure.

I feel we are at such a point, where careful yet decisive actions must now follow verbal support. The recent motion at the C.O.E.O. annual meeting, encouraging C.P.R. (Cardio-Pulmonary Resuscitation) certification is a major attempt at recognizing its need. Many feel we are encountering another fashionable trend (bandwagon) in the certification process. I think that we are at a point of realization of necessity. The late Dr. Don Hayes, put it in perspective when he said that we're at the same point now with C.P.R., as we were with the direct method of A.R., 20 years ago. Medical authorities were convinced of its effectiveness. The public took many years to accept putting one's mouth against another's mouth, even to save a life.

I suggest that, with the exception of a handful, all of us have encountered (or been close to) situations involving a person's need for emergency care. Unfortunately none of us can say for sure how we would react until that frightful situation presents itself. Those of us who spend time in the out-of-doors must assume greater responsibility, simply because of the loss of immediate proximity to medical care. In heart attack cases, when decisive action is required, that implies within a mere 240 seconds. After that, as most of us know, permanent neural damage becomes very real.

Let us not be dulled into believing that because we tend to work with children, the risks have decreased. The risk of heart disease is reduced somewhat, but factors such as drugs, electric shock, smoke and trauma are all real and can easily lead to a loss of cardio-respiratory function. Even on a non-professional basis, we must assume the responsibility of at least attempting to be our "brother's keeper". This thought is very real for

some of us.

Two days ago (as I write this) a student whom we gave initial C.P.R. instruction to, came to me and said "I wish you had taught my roommates as well!". That day, a middle-aged man, was resting in their house during the January 26th snow storm, when after 10 minutes of normal conversation he collapsed, displaying no signs of life. As the student attempted to revive the victim, his roommates did little to assist. When the ambulance came, the man still showed no signs of recovery. As he recounted the incident, Shawn, the student, shook his head and said "I never imagined it could be so real". As usual, nothing is real until it gets dumped on us.

I legitimately believe we are not rushing into the C.P.R. issue. The basic standards are recommended by many professional organizations, including the Canadian and American Medical Association, the Canadian and Provincial Heart Foundations, the Ontario Medical Association and the College of Physicians and Surgeons of Ontario. These groups are not your basic jump-on-the-bandwagon types.

The whole program is very strictly controlled, as only one recognized set of teaching standards exist. Certification occurs annually, with constant input of new techniques and concepts.

One of the main problems that exists today is that certain priorities have been set, as to who receives instruction. Certain "target" groups have priority, as they are judged to be groups more exposed to risk groups or risk situations. I feel strongly that people associated with C.O.E.O. and the outdoor movement, have a legitimate claim to demand availability of certification courses.

A very real danger in a program such as this, is that some feel competent with only a minimal instruction or cursory exposure to C.P.R. techniques. As usual, a little can be a fateful thing. We must

endeavour to educate the public (including ourselves) as to the need for competency and not just knowledge. Everyone should afford themselves the 10-12 hours needed for basic instruction and practice. That is only the beginning. Practice, re-certification and constant support are all part of the desired follow-up. To what level do we wish to reach? A number of committees have recommended that school children as young as Grade 6 are fully capable of performing competent C.P.R. technique.

Perhaps the most important idea these courses try to establish, is that of a quick yet thorough evaluating technique. The actual chest compressions are not attempted until a very systematic and routine evaluation has occurred to establish the status of the person. It is a competent (and patient) rescuer who knows enough to do nothing, when only the faintest pulse is present.

For those who question the validity of C.P.R., it has been estimated that with proper technique, between 30 and 35% of normal circulation can be maintained. Initial evidence from the United States has shown that effective cardiac care could reduce pre-hospital deaths (by cardiac infarction) by 30%.

Now, what to do and where to go. As a group, individual regions should attempt to make available or if necessary even establish certification courses for their members. These courses usually are limited in size to roughly 12, so a number of courses are often required. Attempt to have a couple of members become certified as instructors, allowing these people to reach a greater number of outdoor educators

in your area. Through standard educational channels, try to establish the need for C.P.R. techniques and courses in your school or board. These shouldn't be individual attempts. You've got the medical associations behind you as well as some hard facts. Don't be in a rush but realize a solid progressive attitude is needed to convince others. Refrain from using words such as "Mandatory" or "We have to". The idea must be accepted, not force-fed.

Your initial contact or source of information (if you haven't one already) is the:

Ontario Heart Foundation  
310 Davenport Road  
Toronto, Ontario.  
M5R 3K2

Basic information on courses and the programme are available as well as lists of qualified instructors across Ontario.

Contact the emergency department of your local hospital, to see what they're up to, and who is qualified to instruct.

In summary, I'd like to stress the need for us to keep the whole idea in perspective. C.P.R. is only a technique used to provide emergency care. It is not a bandwagon but accepted practise. Unlike thalidomide (or others), extensive research has been carried out.

If it isn't used, the outcome seems certain. If it is used, then another possibility is introduced. Personally, I like that possibility.

- David Wilson  
Graduate Student  
Department of Kinesiology  
University of Waterloo

\*\*\*\*\*

#### PROPOSAL RE CARDIO-PULMONARY RESUSCITATION COURSE

This program is sponsored by the Ontario Heart Foundation as part of a drive to reduce the incredibly large percentage (50-60%) of cardiac victims who die before reaching hospital, simply for lack of immediate attention by a qualified rescuer. It is administered by several agencies, with the Y.M.C.A. being one.

The course itself is exacting, not so much in terms of time required (9 hours of training) but because of the necessity for a perfect performance in order to become certified, not even the most minor of infractions is seen as a reasonable excuse! The result is a course of high standards and effective impact.

The Central Y is prepared to offer a course for C.O.E.O. members at a rate of \$15.00 per candidate at a convenient time, either at Central Y (40 College Street) or at a suitable alternate location (or series of locations). I would very much like to see the Advisory Board sponsor this idea. With the growing emphasis on high-risk activity and the geographical isolation of many trips etc., I feel it is imperative that leaders be as well qualified in first aid as possible. The program could be offered on a regional basis, with other Y.M.C.A.'s coordinating with Central.

ARE YOU INTERESTED IN SUCH A COURSE? CONTACT KIM BALL,  
77 Davisville Avenue,  
Toronto, Ontario.  
M4S 1G4

\*\*\*\*\*

# THE OUTDOOR GOURMET

## MORE SOUR DOUGH

*Last issue, Gene Refausse outlined the method for preparing sour dough starter ("Monster"); here is the next step!*

I said I'd share two other recipes with you and your "Monster" and here they are: but they are for making at home.

## SOUR DOUGH WHITE BREAD

This recipe makes 5 or 6 good size loaves of bread, and takes most of a day to finish.

3 cups Monster in a large bowl  
10 cups flour  
6 tbs. shortening  
2½ tsp. salt  
3 cups potato water  
4½ tbs. sugar  
1 tbs. yeast

Let those 3 cups of Monster sit in a big bowl while you work with the rest.

Put yeast and ¼ cup of luke warm water in a small bowl. In a large sauce pan combine potato water, shortening, salt and sugar. Heat until shortening melts. Let cool until you can touch the side of the sauce pan. (No, Not until the shortening hardens again or you'll have to reheat it.)

Using first fingers, then toes, measure into your sauce pan 2 cups of flour and mix thoroughly. If you can, that is, if there's room, add 2 more cups of flour and mix thoroughly again. Add the risen yeast to the monster then add everything from the sauce pan. Use a large spoon and a table knife. Keep stirring and adding flour until almost all 6 remaining cups of flour have been added. If you're weak and want to be stronger this exercise will help.

Turn it out but not loose on a floured counter. If your muscles are not relaxed yet this part will really get you.

Flour your hands, knead and knead and knead. What's kneading? We-e-ll, in our first article it was smoothing a baby's backside and now the baby has grown up. Use the palm of both hands to push the dough down and away from you at the same time. Keep your hands covered with flour. If it sticks to the counter scrape it off with the knife and flour the surface again. When working with bread recipes I've found that the weather often affects how much actual flour is needed in a given recipe, so "touch" is important. Keep kneading, folding in the sides to middle until it isn't sticky, or until you run out of flour, or the bread dough seems elastic and is smooth to touch.

Now comes the hard part; grease with shortening your household roasting pan, sides and bottom. I really mean the big one, blue, less the turkey. While your hands are in this fine condition you might as well do the family bread pans or cookie sheets or honey pails or large meat loaf pans or all of the above.

The monster is now going to do its thing. Place the dough in the greased roasting pan and put it in a warm place, without drafts. Cover it and wait 3 hours or until the cloth riseth.

Now you've got a problem. What kind (shape) of loaf to make? At this point I usually ask how big is the pan. Your unraised loaf should fill the pan, half way up. To make a loaf, cut off that size of a piece (please no adding on chunks, one cut only). Flatten with the knuckles of both hands, fold the sides in, bring top over and roll. Don't forget you're not to play with the dough at this stage. Handle it lightly with



floured hands and get it quickly into the pans.

Now take all the heavy footed youths, children and unsympathetic mates away from the house for about 3 more hours while the covered loaves grow and grow and grow. I've put them in the oven with the light on but my children find them. I tried window sills but the cat walked over them. I even have a mother-in-law who almost sat on my rising recipes. So try to find that warm, undrafty spot and wait. You can tell when they are ready; they look like loaves of bread.

Preheat the oven to 350 degrees and bake for 1 hour, brush with butter or margarine and listen. You will soon hear the footsteps as the family returns to sample your "Monster Bread".

Some special warnings: Remove the bread immediately from the oven. Use the other oven rack to sit them on. Feed your Monster with whole milk rather than skim or 2% as it likes it better. Monster bread takes a lot of sour dough so feed well before making the recipe but remember no more than twice a week or your refrigerator will suffer growing pains.

For pizza: Make up the basic biscuit recipe and then flour a flat surface and roll out thin, thinner, thinner still, until you can see the pattern on the counter top. One recipe of Monster makes two good size pizza shells. What to put on top? Well, you can buy it at those stores, but in the next article I'd like to tell you what you could have done with all those tomatoes from your garden last summer.

Remember I'd like to share your favourite recipes, too. Write to GENE REFAUSSE, R.R. #5, Trenton, Ontario. K8V 5P8.

Thanks and may all the dimples in the top of your bread be caused by loving fingers not cat's paws.

\*\*\*\*\*

## ALGONQUIN WATERWAYS MOVES INTO NEW TERRITORY IN 1978

A SPRING WHITEWATER  
WEEKEND trip on the  
Magnetawan, and  
WEEKEND FLATWATER  
trips in the  
Pickering River region  
are new this year.

WHITEWATER TRAINING  
sessions on the  
Madawaska take place  
in July, August and early September.

CANOE trips go down the Missinaibi and the  
French Rivers and across Killarney and Algonquin Parks.

For a brochure, contact:



ALGONQUIN WATERWAYS WILDERNESS TRIPS  
271 Danforth Ave., Toronto M4K 1N2  
John McRuer 469-1727 Mary Louise Gaby 921-6092



# POT POURRI

## BANCROFT GARBAGE SURVEY

After having read an article on land pollution and waste, one of our grade six classes undertook a research project of their own. This project involved a great deal of effort on their part from sifting the after-lunch garbage to costing the articles recovered at the local supermarket.

I am enclosing a copy of their report hoping that perhaps you might be able to publish the article in one of your editions.

- G. Witherden, Principal  
Bancroft Public School

## GARBAGE SURVEY

On November 29, 1977, we started a garbage survey. With the help of our janitor, Mr. Bierworth, we tried to estimate how much money was wasted by counting all the good food thrown out.

We read in Ontario's Environment Today newspaper that in Ontario each person throws away up to four pounds of garbage per person per day. That's roughly 6,000 pounds of garbage a year for a family of four. Canadian tax payers spend up to \$500. million dollars a year for its collection and disposal.

Here is a breakdown of the items we counted:

174 whole sandwiches	- cost - \$43.50
53 apples	- cost - \$ 9.00
23 bananas	- cost - \$ 2.30
34 oranges	- cost - \$ 3.70

This amounts to a total of \$58.50. At this rate in one school year this would amount to \$1,015.58 and remember this is just one school. Can you imagine how much money and food that would be wasted in all the schools in our province?

We as a class suggest that each student bring only what good food he can eat so we don't waste good food.

If your mom packs you too much lunch, ask her to give you a smaller one. Don't just throw out what you don't want.

If you bring lunch bags take them home and at least use them twice.

If we all do our part, it's at least one step in the right direction.

- Kristen Bowler, Shawn Kelly, Dawn  
Farthing  
Grade 6, Room 23, Bancroft Public  
School

\*\*\*\*\*

## FULL TIME SEMINAR ON ENVIRONMENTAL EDUCATION

Thanks to the 30 or so who returned the interest sheets for the proposed follow up to Dr. Bill Stapp's Presentation at last fall's conference. I have been working

with Dr. Harry Fisher and Dr. George Francis two of the Canadian delegates to World Conference on Environmental Education in Tblisi, U.S.S.R. To date it has been extremely difficult for both of them to confirm dates. We have your sheets and as soon as we have some plans then we will notify you. We haven't forgotten you.

Full time seminar will be conducted with Dr. Harry Fisher shortly after U.N.E.S.C.O. progress report from Tbilisi, U.S.S.R. is accepted by the Council of Ministers of Education of Canada. This may coincide with seminar for full time outdoor educators this fall.

- Brent Dysart

\*\*\*\*\*

#### WANTED

C.O.E.O. MEMBERS WITH A LITTLE TIME ON THEIR HANDS

(is there such an animal, Virginia?)

TO GET INVOLVED IN A FEASIBILITY STUDY

Sound exciting? No? Well, it could be! The annual meeting asked us to determine whether our organization could support a permanent office and executive secretary. That's a major task, and can only be accomplished with lots of support. The more members such a task force has, the less work each member has to do, and the less time it takes - and who has any of that left over these days? If you are interested in giving a hand please contact:

Kim Ball  
Apt. 2615  
77 Davisville Avenue  
Toronto, Ontario  
M4S 1G4

Telephone: 483-2099 (H)  
921-5171 Ext. 52 (B)

\*\*\*\*\*

## ABOUT THE ENVIRONMENT

Beth Jefferson, a grade 6 teacher in Etobicoke's Humber Valley Village School, is a C.O.E.O. member who offered to write this series of articles for ANEE.

### WHY PREACH TO THE CONVERTED?

Environment! What comes to your mind when you open ANEE to this section? Pollution? Litter? Cross country skiing in the fresh, deep snow? Canoeing on a clear, clean lake? When one talks about the environment, much of what is said ends up as preaching! Why, then, a column to C.O.E.O. members who are already concerned about an unpolluted environment in which to enjoy the out-of-doors?

The aim of this section is not to preach, but to present some information that will help you discuss with students, the effects of our life-style on the enjoyment of future outdoor activities. Considering environmental issues means that one has to think beyond the immediate - to future ramifications. Present actions must be taken through steps and cycles back to where they begin.

HEY! MARY POPPINS! DON'T FEED THE BIRDS!

Not so long ago, I greatly admired the song "Feed the Birds" from Mary Poppins.

"All around the cathedral, the saints and apostles look down as she sells her wares. Although they don't show it, you know they are smiling, each time someone shows that he cares."

Recent information has changed my mind. First of all, bread is bad for birds. It fills them with low density, non-nourishing food which in 12 hours is burned off and leaves the bird full, but starving to death. Grain is much better.

Birds that are hand-fed do not migrate. If the young are not shown how to migrate, they never learn and we are left with a non-migratory flock. Have you read in the newspapers of aircraft having to be chartered to fly geese south in the winter? However even this method does not seem to be entirely effective, because these birds never really learn to migrate.

Feeding birds early in the fall holds many migrants back until they get caught in ice storms. Consequently, bird seed should not be put out until one is sure winter is here and migrants have left.

Having seen ducks in the Toronto area, frozen to death in harsh winter conditions, I now question the value of hand-feeding them with stale, mouldy bread. (Source: Prof. W.A. Andres, F.E.U.T. and several C.O.E.O. Members at the Annual Meeting)

LIGHT POLLUTION (IS A HEAVY TOPIC!)

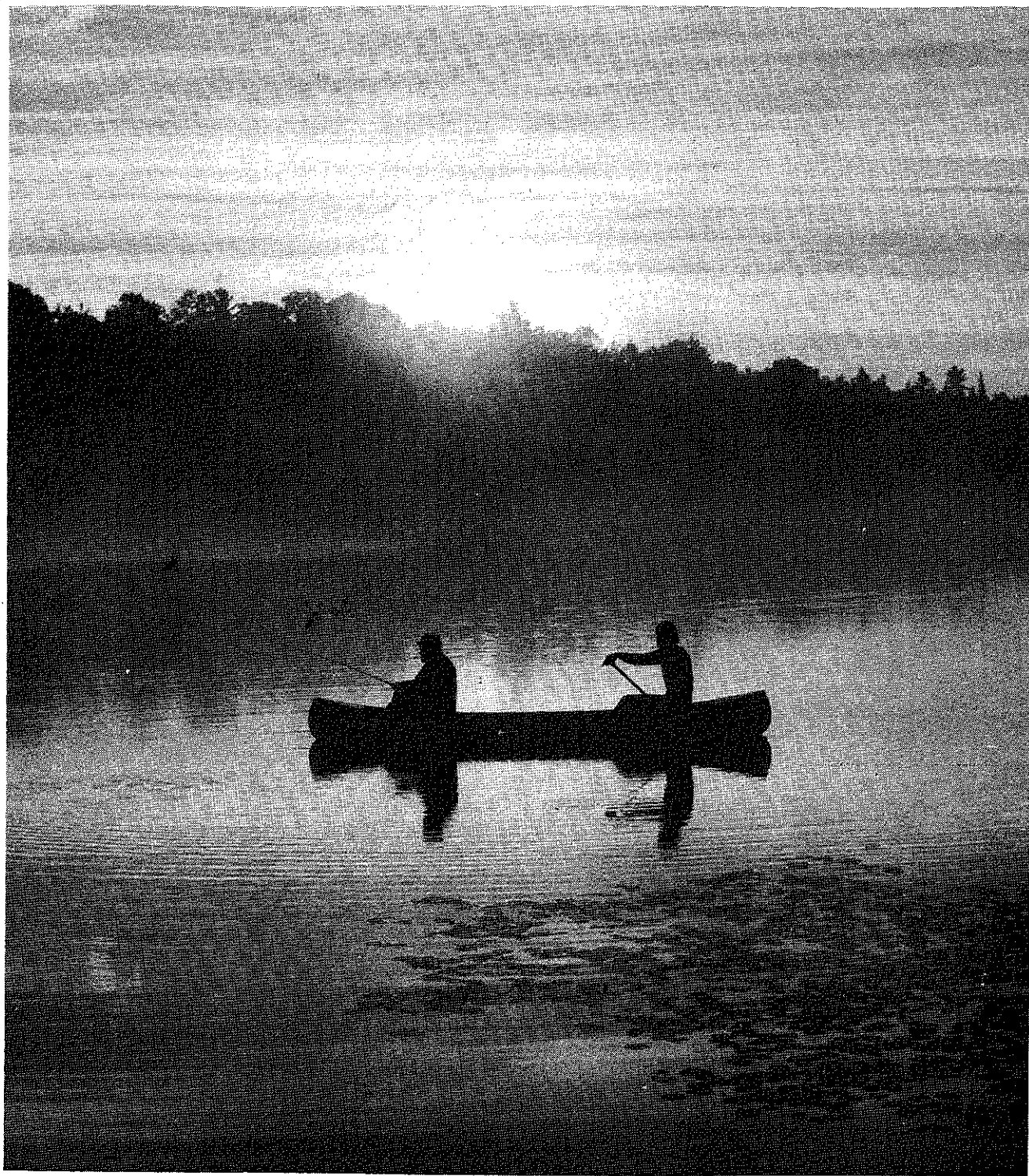
Another environmental issue, rarely considered is that of light pollution. In recent years astronomers have become more and more concerned with growth in this area which interferes with astronomical research. Since 1972, a growing awareness among environmentalists has stimulated the adoption of legal protection for several observatories, through ordinances that place limits on the design and operation of outdoor lighting equipment in urban areas. If nothing is done, scientists warn that by 1980, they will no longer be able to observe extremely faint objects such as galaxies and quasars. Even vehicular headlights from the increased flow of traffic on highways contribute to the problem.

In a society already concerned about energy conservation, light pollution is a cause for dismay not only to astronomers. Light streaming into the sky is a waste of electrical energy generated by precious fossil fuels. In addition, light pollution deprives urban dwellers of the opportunity of enjoying the beauty of the night sky. (from Natural History, April, 1977)

\*\*\*\*\*

*"I should ask that a gift to each child in the world be a sense of wonder so indestructible that it would last throughout life as an unfailing antidote against the boredom and disenchantment of later years, the sterile preoccupations with things that are artificial, the alienation from the sources of our strength."*

- Rachel Carson



*It is surely the time of year to be planning this summer's canoe trips. Time to buy the topographic maps and peruse them carefully, plan menus, revarnish paddles and check that all gear is in good order.*

*Have you some good canoe stories, tips, suggestions you would share? Write ANEE. We plan to use them in the May-June issue.*

# BOOKS-MAGAZINES-FILMS

## PATH OF THE PADDLE

(4 films, each 27 minutes in length, colour)

National Film Board of Canada

This is really saving the best for the last. The four films, Solo Basic, Solo Whitewater, Doubles Basic, Doubles Whitewater, as a friend suggested, are destined to become the definitive films on canoe instruction.

Bill Mason, well known for his other N.F.B. films, made the films, did the paddling and the narration. It appears to be a labour of love.

I previewed these films (watched some of them five times!) during the Christmas holidays. This was dangerous because I was on my way out the door looking for a wild river when a well delivered snowball brought me to my senses.

But, what a series of films. Spectacular north shore of Superior scenery, unique camera location, graphic demonstration of paddle strokes all blend to make Mason's films superbly appealing. In the 'doubles' films, Mason works with his young son; the tremendous rapport between a sensitive father and an uncertain boy in the whitewater scenes would sell the film. As a sales 'tool' for canoeing, the films are excellent; they capture the serenity of the boreal forest with the savagery of the whitewater river and man's attempts to maintain a peaceful harmony with both.

- Ron Frenette

\*\*\*\*\*

## TURN ON THE SUN

Information Office - Conservation

Ministry of Energy,  
56 Wellesley Street West,  
12th Floor,  
Toronto, Ontario.  
M7A 2B7

This 44 page book, free from the Ministry, is interesting. Generally, it appears to be a typical "pat-ourselves-on-the back" document from Queen's Park. The two or three experimental solar projects going on in Ontario are insufficient in a province which gulps energy in massive amounts. When reading the document, this reader got the uneasy feeling the Ministry was suggesting we say the hell with solar and build 5,000 more nuclear powered generating stations. The nuclear business is another argument altogether.

The most unsettling feature of the book is the section "Some Solar Projects in Ontario"; to read through it one gets the feeling the provincial government had a hand in many of the projects. The truth is most were built with private money and without any government "assistance".

- Ron Frenette

\*\*\*\*\*



## SUCCESS STORY

(16mm colour film, 27 minutes)  
Carey Productions Ltd.  
632 Ellengale Road  
Burlington, Ontario  
L7T 3N8  
(416) 637-3025

The film makes the point that if any living creature is to inherit the earth, it will be the insect group. It aims to show, using excellent close-up camera shots, examples of physical diversity and adoption features which allow the insects to survive as well as they do.

There are six segments in the film allowing for separate area study and discussion. This is a film worth the viewing; it is aimed at junior and senior high school groups.

- Ron Frenette

\*\*\*\*\*

## BRING 'EM BACK ALIVE

(16mm colour film, 11 minutes)  
Carey Productions Ltd.  
632 Ellengale Road  
Burlington, Ontario  
L7T 3N8  
(416) 637-3025

This film is a motivator for boys and girls from grade 4-8. It demonstrates simple techniques and equipment used to capture insects. The insects are kept for observation purposes, mainly to observe the life cycle stages of insects. Some excellent close up photography of insects in metamorphosis adds greatly to the film.

My one objection would centre around the ethics of tearing up plants, breaking off branches to collect the insects "in their own habitat".

- Ron Frenette

\*\*\*\*\*

# GOODS AND SERVICES

*There are a number of clubs, organizations and enterprises whose efforts may be of interest to C.O.E.O. members. Should you wish more information or details, please contact them directly.*

- (1) **WILDERNESS CANOE ASSOCIATION** - A group dedicated to high quality canoeing, the WCA runs a wide variety of trips ranging in length from one day to several weeks. Their newsletter is filed with articles ranging through conservation, technique, history, and preservation. Their latest newsletter, The Wilderness Canoeist, lists 24 trips designed to suit the needs of canoeists at many levels. A single membership goes for \$10.00. Contact:

Mary Jo Cullen  
122 Robert Street  
Toronto, Ontario.  
M5S 2K5

- (2) **MANSFIELD FOREST CLUB** - John Caisley runs this popular 350 acre centre near Alliston. Mansfield may be best known as a cross-country ski centre. John and staff have chalet style buildings and offer a variety of outdoor pursuits. Teachers from out of Toronto might wish to contact them on a new program just starting. John offers lodging, food and transportation to see the sights of Toronto for those special 'end-of-the-year trips. Contact:

John Caisley or Bob Berti  
Mansfield Forest Club  
Mansfield, Ontario.  
LON 1M0 (705) 435-4479

- (3) NATIONAL WOODSMANSHIP LEADERS SCHOOL - The impact on the out of doors by increasing numbers of people who are becoming aware of the attraction of wild settings for recreational and educational pursuits results in an increasing demand for competent outdoor leaders. The National Woodsmanship Leaders School meets this need by offering an opportunity for candidates to become capable, environmentally sensitive wilderness leaders. The ultimate objective of the School is to enhance the quality of outdoor leadership so that people can enjoy the out of doors and solitude with greater safety and understanding.

The National Woodsmanship Leaders School is an opportunity for potential leaders from many backgrounds in the out of doors to come together, to share and to learn so that they can return to their camps, their outdoor organizations and their schools with new ideas and ideals.

Responsibility for the future of our wilderness heritage and for the sharing of wilderness experience rests with all of us as outdoor leaders. It is a challenge that we cannot afford to neglect.

Final registration date is May 27, 1978.

Contact: Professor Kirk Wipper,  
Room 7, School of Physical & Health Education,  
University of Toronto,  
121 St. Joseph Street,  
Toronto, Ontario, M5S 1A1.

- (4) CANADIAN NATURE TOURS - The Federation of Ontario Naturalists is co-sponsoring a number of trips this summer. They range all across Canada and include such fabulous treks as the one week stay on Somerset Island or the 9 day hike on Baffin Island (Auyuittug Park). For the naturalist, these are super trips.

Contact: (ask for booklet)  
Canadian Nature Tours,  
1262 Don Mills Road,  
Don Mills, Ontario.  
M3B 2W7  
(416) 444-8419

- (5) CANOE ONTARIO - is a provincial body which acts on behalf of all forms of canoeing in Ontario. They are sponsoring several Canoe Trip Leaders' Workshops in June and July and are participating in the Canoe Instructors' School (see #6). They have a fairly extensive provincial network of clubs and affiliations. For information contact:

Canoe Ontario,  
559 Jarvis Street,  
Toronto, Ontario.  
M4Y 2S1  
(416) 964-8655

- (6) NATIONAL CANOEING SCHOOLS - In 1978 the Canadian Recreational Canoeing Association is conducting or assisting in the sponsorship of various Canoeing Instructor Schools across Canada. Recreation Canada has sponsored up to six schools across Canada for several years and it is the hope and plan that as the various provinces become better organized they will take over the organization and sponsorship of schools in their respective provinces. Some of these schools will be issuing C.R.C.A. Canoeing Instructors Certificates and will be so designated.

The purpose of these ten-day schools is to train experienced canoeists in teaching, organizing, and promoting one of Canada's unique heritages - canoeing and canoe tripping.

The participants are those involved in Youth Leadership using canoeing and the out-of-doors as educational mediums. The training received is then transmitted in agencies such as youth summer camp programmes, in parks interpreting programmes, or in school and college outdoor education programmes, or local canoe clubs.

There are schools in 8 different provinces in 9 different locations. In Ontario there are two schools:

The Central School - June 11 - 20  
Contact: Jack MacGregor  
Camp Kandalore  
R. R. #2  
Minden, Ontario.  
KOM 2K6  
(705) 489-2419

The Ontario School - Aug. 20 - 30  
Canoe Ontario  
559 Jarvis Street  
Toronto, Ontario.  
(416) 964-8655

- (7) ONTARIO ROCK CLIMBING ASSOCIATION - An organization devoted to excellence in teaching technique, proper attitudes, safety, qualified climbing leaders, and proficiency levels all associated with technical rock climbing.

They run clinics and seminars during the climbing season.

Contact: Brian Hibbert,  
60 Bexley Crescent,  
Toronto, Ontario.  
M6N 2P7  
(416) 762-6771

*LATE NEWS* ORCA will be running a leader  
certification weekend April 28-30 at  
Blue Springs near Acton. Contact them  
for a flyer on this important event.  
-ET.

- (8) WILDERNESS WORKSHOP - The State University of New York offers 3 and 6 credit hour programs conducted in the Adirondack Mountains.

For a flyer and information contact: Wilderness Workshop,  
Morey Hall,  
State University College,  
Potsdam, New York  
13676

\*\*\*\*\*

## DATEBOOK

### C.O.E.O. ANNUAL MEETING AND WORKSHOP September 29 - October 1, 1978

This year's gathering will be hosted by the Eastern Region and is being held at Opinicon Resort Hotel at Cahffey's Locks on the Rideau Canal near Elgin, Ontario. The various planning committees have been hard at work for several months and plan to have a spring mailing out to members.

### C.O.E.O. CENTRAL REGION WORKSHOP May 5 - 7, 1978

The Council of Outdoor Educators of Ontario (Central Region) is presenting a workshop at Camp Kandalore, from Friday, May 5 to Sunday, May 7, 1978.

The activities presented during the weekend will be directed to all levels of experience in outdoor education.

Some of the activities:

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| - creative writing for the outdoors | - no-trace cooking                |
| - beginning and advanced canoeing   | - arts and crafts                 |
| - rock climbing                     | - O.E. equipment construction     |
| - water quality                     | - local flora and fauna           |
| - ornithology                       | - paddle carving                  |
| - drama and outdoor education       | - introduction to acclimatization |

Highlights of the weekend: - guided tour of Canoe Museum  
- square dancing  
- Saturday night: extravaganza and sharing session

Please list on the back of the registration form, in order of preference, the three activities in which you would be most interested.

Registration Fee: \$32.00 (C.O.E.O. member)

Registration Fee: \$35.00 (Non-member)

This workshop is limited to sixty participants.

Mail fee and registration form to: Bill Jay,  
Ballantrae Public School,  
R. R. #3,  
Stouffville, Ontario.  
LOH 1LO

-----  
C.O.E.O. CENTRAL REGION WEEKEND WORKSHOP, MAY 5 - 7, 1978 - REGISTRATION FORM

NAME: \_\_\_\_\_ ADDRESS: \_\_\_\_\_  
SCHOOL: \_\_\_\_\_  
BOARD: \_\_\_\_\_  
POSITION: \_\_\_\_\_ PHONE: \_\_\_\_\_  
GR. LEVEL: \_\_\_\_\_ REGISTRATION FEE: \$32.00 (member)  
\$35.00 (non-member)  
ENCLOSE CHEQUE PAYABLE TO BILL JAY. MEMBERS PLEASE PLACE MEMBERSHIP CARD NUMBER  
ON CHEQUE.

-----  
CANOE-CAMPING LEADERSHIP WORKSHOP June 16-21, 1978 at Ontario Camp Leadership Centre,  
Haliburton. Cosponsored by C.O.E.O., Royal Life Saving Society, Ontario Teachers'  
Federation and Ministry of Cultural and Recreation. Complete details in next issue or  
write: O.T.F. Curriculum Project, 1260 Bay Street, Toronto M5R 2B5.

BARK LAKE ANNUAL CAMP LEADERSHIP WEEKEND June 1-4, 1978

The workshops are aimed at agency, church, organizational, social welfare camp directors,  
senior staff and board members. The theme is how to develop a camp program.

Contact: Camp Directors Workshop,  
Ministry of Culture and Recreation,  
8th Floor, 77 Bloor St. West,  
Toronto, Ontario. M7A 2R9

1978 NATIONAL CONFERENCE ON OUTDOOR EDUCATION October 18-22, 1978

A week in Carefree, Arizona anyone?

Contact: Mrs. Joan Milne,  
Box 17843,  
Fountain Hills, Arizona  
85268

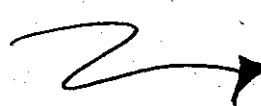
NEW YORK STATE OUTDOOR EDUCATION ASSOCIATION 11TH ANNUAL CONFERENCE October 6-9, 1978

Their theme is "Experiencing Our Heritage Through Outdoor Education". NYSOEA Conferences  
are always well done. A number of people from Ontario attend annually.

Conference brochures from: Florence Mauro,  
Outdoor Education,  
BOCESI - Monroe,  
Fairport, N.Y. 14450

\*\*\*\*\*

*Looking for  
summer employment?*



A GROUP OF  
PRIVATE ONTARIO SUMMER CAMPS  
REQUIRE:  
CANOE TRIPPERS & OUTDOOR PROGRAM PEOPLE  
For Resident and Day Camps in  
Metro Toronto, Parry Sound, Muskoka  
& Haliburton Regions  
Six Camps operate Outdoor Programs  
for school groups in addition  
to their summer programs.  
FOR FURTHER INFORMATION  
PLEASE FORWARD YOUR RESUME OR CALL:  
MR. HAROLD B. NASHMAN  
CAMP SERVICES CO-OPERATIVE  
821 EGLINTON AVENUE WEST  
TORONTO M5N 1E6, ONTARIO  
(416) 783-6168

\*\*\*\*\*  
MOVING?

If you're moving, John needs your new address to get ANEE to you:

Name \_\_\_\_\_ C.O.E.O. Membership Number \_\_\_\_\_

Old Address \_\_\_\_\_

New Address \_\_\_\_\_

\_\_\_\_\_ (postal code)

Mail to John Aikman, Membership Secretary, 14 Lorraine Drive, HAMILTON, Ontario L8T 3R7

\*\*\*\*\*  
ANEE, the Newsletter of C.O.E.O. thanks the following people for their contributions to this issue:

Bill Andrews  
Rob Dawson  
Bessel VandenHazel  
Barb Adam  
Brian Richardson  
John Aikman

Craig Copland  
Jim Wood  
Clarke Birchard  
Brent Dysart

Peter Middleton  
John Niddery  
Gord Cardwell  
Martha Bryant  
Gene Refausse  
Bill Gunn

\*\*\*\*\*  
**COUNCIL OF OUTDOOR EDUCATORS**

ANEE  
NEWSLETTER of The Council of Outdoor Educators of Ontario  
c/o J. Aikman  
14 Lorraine Drive  
HAMILTON, Ontario  
L8T 3R7

